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## ABSTRACT

In April 1976, 95 educational program evaluators were asked the question, "What do you think will be the relationship between the new collective bargaining law (SB160) and the operation and evaluation of A-127 (state and federally funded) education programs?" Working in small groups, participants accomplished the following: (1) They estimated the amounts and kinds of impact fourteen "Postulated Teachers' Union Requests" would have on the operation and evaluation of A-127 programs; and (2) They produced, through brainstorming sessions, a list of "Ways Program Evaluators Could Positively Impact Negotiations" and a list of "Points to Consider in Preparing for Collective Bargaining." The results of the participants' work is presented in three tables along with supplemental information. (Author/IRT)

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WHAT WILL BE THE IMPACT OF COLLECTIVE BARGAINING ON THE EVALUATION OF  
CALIFORNIA STATE OR FEDERALLY FUNDED PROGRAMS?

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## INTRODUCTION

In April 1976, ninety-five educational program evaluators participated in a "Forum on the Relationship between A-127 Programs and Collective Bargaining," sponsored by the A-127 Task Force of the Office of the Los Angeles County Superintendent of Schools. At the forum, the participating program evaluators were challenged with the general question, "What do you think will be the relationship between the new collective bargaining law (SB160) and the operation and evaluation of A-127 (State or federally funded) education programs?"

Working in small groups based on school district size, forum participants accomplished the following:

1. They estimated the amounts and kinds of impact fourteen "Postulated Teachers' Union Requests" would have on the operation and evaluation of A-127 programs. The estimates were tabulated and compiled as "Potential Impact Analyses." (The fourteen "Postulated Requests" were taken verbatim from the California Teachers Association Sample Agreement Document.)
2. They produced, through brainstorming sessions, a list of "Ways Program Evaluators Could Positively Impact Negotiations" and a list of "Points to Consider in Preparing for Collective Bargaining."

As part of this presentation to CERA, the Potential Impact Analyses and the two lists were distributed and briefly highlighted. The material presented in this paper (forum format, brainstorming approaches, impact questionnaire) is expected to have broad application. As other county offices, district offices, and selected colleges and universities begin providing collective bargaining inservice experiences for their staffs, they will be able to adapt the Los Angeles County Inservice-On-Collective-Bargaining model presented here to their own uses. With either no change or just a slight amount of change in the procedures and materials used in the forum and presented in this paper, these other educational agencies could conduct their own collective bargaining forums.

Before these models are presented, however, an examination of events and circumstances which created the need for a forum on program operation and evaluation and collective bargaining is required. Following this background information, the paper moves to a discussion of the A-127 Task Force, then into the description of the forum. Extensive bibliographies on both program evaluation and audit and collective bargaining in education complete the presentation.

Interpretation of relationship of evaluation services, A-127 Task Force, and the forum:

Three evaluation services were developed by Los Angeles County staff and offered to all K-14 LEA personnel in Los Angeles County. Persons involved in these services (both providing and receiving them) began to see a relationship of some kind developing between program operation and evaluation and collective bargaining. Collective bargaining would have some effect on program operation and evaluation and these persons were concerned about that effect--would it be great, small, positive, negative?

The A-127 Task Force was set up a short time after the evaluation services were implemented. This Task Force was concerned with, among other things, discovering what inservice programs were most needed by school administrators and staffs. The Task Force discovered the concern about collective bargaining's effect on program operation/evaluation and concluded that it was a high priority item for an inservice program.

So--1) you had people involved in program operation/evaluation becoming concerned about collective bargaining's effect; 2) the Task Force discovering this concern; and 3) the Task Force setting up an inservice program (the forum) to deal with it.

The paper is a short history of the evolution of the concern and the development of an inservice model which helped answer questions about that concern for the participants here and can be used by other agencies for the same purpose.

## ACKNOWLEDGEMENTS

Those at the Office of the Los Angeles County Superintendent of Schools who were instrumental in the development of the evaluation services which comprise half of the relationship discussed in this paper are:

- Dr. Richard M. Clowes, Superintendent
- Dr. E. Maylon Drake, Assistant Superintendent for Educational Programs and Services
- Dr. Gordon E. Footman, Director, Division of Program Evaluation, Research, and Pupil Services
- Dr. Warren B. Newman, Assistant Director, Division of Program Evaluation, Research, and Pupil Services

Those who participated in the planning, implementation and presentation of the A-127 Task Force forum on the relationship between collective bargaining and program evaluation, that is the forum which provided the model for inservicing staff in collective bargaining presented in this paper are:

- (a) Members of the A-127 Task Force (Office of the Los Angeles County Superintendent of Schools)

- Mrs. Ida de Lavedux-Cate, Division of Compensatory and Intergroup Relations
- Dr. Donald Kester, Division of Program Evaluation, Research, and Pupil Services (A-127 Forum Program Chairman)
- Mrs. Barbara Marino, Division of Compensatory and Intergroup Relations
- Mr. Marvin Matthews, Division of Curriculum and Instruction
- Dr. Dale Russell, Division of Program Evaluation, Research, and Pupil Services
- Dr. Robert Soltys, Division of Curriculum and Instruction
- Dr. Warren Newman, Assistant Director, Division of Program Evaluation, Research, and Pupil Services (Chairman--Task Force)

- (b) The two presenters:

- Dr. Robert Babcock, Director of the School Employers' Association, Office of the Los Angeles County Superintendent of Schools
- Mr. Ronald Salo, Coordinator for Educational Support Services, East Whittier City School District

The members of the Los Angeles County Board of Education who supported the efforts of evaluation services developers, A-127 Task Force members, forum organizers, and the authors of this paper, are:

Mr. Vincent H. Simpson, President	Dr. Lawrence Kaplan, Member
Mr. Robert M. Bock, Vice President	Mrs. Lucille M. Fields, Member
Dr. Daniel L. Towler, Member	Dr. Earl V. Pullias, Member
	Mrs. Kathryn Vanderhook, Member

# WHAT WILL BE THE IMPACT OF COLLECTIVE-BARGAINING ON THE EVALUATION OF CALIFORNIA STATE OR FEDERALLY FUNDED PROGRAMS?

## Office of the Los Angeles County Superintendent of Schools

In California, education is legally a function of the State since the State establishes general educational requirements and provides a basic level of financial support. Of course, the immediate responsibility for managing the schools rests with each local school district. Between the local school district and the State is the Office of the Los Angeles County Superintendent of Schools, which provides the intermediate level of educational service.

Within the more than 4,000 square mile service area in Los Angeles County, activities reach out to almost 2,000,000 children, young people, and adults in the 95 constituent school districts. These include 33 elementary school districts, 42 unified school districts, 7 high school districts, and 13 community college districts.

The functions of the County Office are organized into five major areas, one of which is Educational Programs and Services.<sup>2</sup> Within this area is the Division of Program Evaluation, Research, and Pupil Services (PERPS).<sup>3</sup> It was in this area and Division that three evaluation services were developed to assist educational program managers and evaluators in school districts and community colleges.<sup>4</sup> From the experiences of both those providing and those receiving the services grew an awareness of the need to learn more about the relationship between program operation/evaluation and collective bargaining. The A-127 Task Force, created in part to provide feedback on high priorities for inservice programs, also became aware of this need, and suggested an inservice program using the forum approach to gather information, opinions, and suggestions on the matter.

<sup>1</sup> Please see Appendix 1 for a list of services provided by the Office of the Los Angeles County Superintendent of Schools

<sup>2</sup> Dr. E. Maylon Drake is Assistant Superintendent of Educational Programs and Services

<sup>3</sup> Dr. Gordon E. Footman is the Director, Dr. Warren B. Newman is the Assistant Director of the Division of Program Evaluation, Research, and Pupil Services

<sup>4</sup> With the support of Dr. Richard Clowes, Superintendent of Los Angeles County Schools, Dr. Drake, Dr. Footman, and Dr. Newman put together the plan for creating and implementing the three evaluation services.

### The Division of Program Evaluation, Research, and Pupil Services

The three evaluation services that were developed are:

#### 1. Educational Program Evaluation Planning Assistance

Local educational agencies may request and receive Educational Program Evaluation Assistance. Educational Program Evaluation Assistance is a service which is intended to strengthen the internal process of evaluation in a local educational agency. In collaboration with a county consultant, the local evaluator designs an effective evaluation system with appropriate statistical procedures which includes needs assessment, development of performance objectives, process objectives, evaluation specifications, the evaluation design, and related documents.

#### 2. Educational Program Audit Assistance

Local educational agencies may elect to have an Educational Program Audit. The Educational Program Audit is a performance control process based upon external reviews conducted by qualified outside consultants. It is designed to verify the results of the evaluation of an educational program and to assess the appropriateness of evaluation procedures used for determining the effectiveness of the operation and management of the program.

#### 3. Research and Evaluation Assistance

An evaluator at a local educational agency may elect to receive Research and Evaluation Assistance in the area of research and technical support including statistical data analysis, data synthesis, and evaluation report writing and interpretation.

Naturally, as more and more educational program managers and evaluators in school districts and community colleges began to request and receive the new evaluation services a greater level of sensitivity to the factors that influence program evaluation also developed among Los Angeles County consultants and local school and college personnel.

### The County Task Force on Consolidated A-127 Programs

In the spring of 1975 Dr. Drake, Assistant Superintendent of Educational Programs and Services, appointed consultants to the A-127 Task Force. Dr. Warren Newman would chair the Task Force; other members were to be chosen from three different divisions: two from the Division of Compensatory and Intergroup Relations, two from the Division of Curriculum and Instruction, and two from the Division of Program Evaluation, Research, and Pupil Services.

<sup>5</sup>Members of the A-127 Task Force are listed in the acknowledgements section.

In addition to other functions, the Task Force was to:

1. Provide specialized and limited assistance on consolidated programs including the A-127 D (District Application Form), A-127 ES (Elementary School Application Form), A-127 SEC (Secondary School Application Form), E-127 P (Product Evaluation Form), and MAR (Monitor and Review Programs) to districts and County Office staff.
2. Serve as a feedback mechanism in identifying high priority needs among district personnel from which inservice programs may be provided by various Divisions.
3. Work cooperatively with and provide feedback to State personnel assigned to Los Angeles County and make appropriate recommendations for enhancing the State Department delivery system.
4. Collect, disseminate, and if appropriate, develop materials related to the forms and processes noted in #1 for district use.
5. Serve as an advocate to district personnel for the development of professionally sound and legal comprehensive program planning, implementation, and evaluation practices.

Of course, it was the second function--to provide feedback on high priority needs for inservice programs--that the Task Force performed when it identified the emerging relationship between program evaluation and the recently legalized (by State law) collective bargaining process.

The Forum is Organized, Held, and Interesting Results are Obtained:

During the Forum, the first item on the agenda<sup>6</sup> was an anecdotal report on the impact of "teacher negotiation" efforts on the management and evaluation of the Criterion Referenced Management (CRM) Program in the East Whittier City School District. This interaction had preceded the date when the Collective Bargaining Law was to be in full effect, but it was so close in time to that date that much of the language in the teachers' requests was the same as that in the Collective Bargaining Bill (SB160). For example, in connection with the CRM Program, teachers were expected to use district developed criterion tests at certain intervals and do some additional work related to the CRM Program. The teachers were expected to do the added work since it was viewed necessary to the program itself which, after all, was developed with teacher input. The teacher group on the other hand, took the position that "wages, hours, and working conditions" could be debated. The group argued that the additional CRM work represented a change in "working conditions." This was exactly the same language that had been used in the Collective Bargaining Bill.

<sup>6</sup>The full agenda is shown as Appendix 2

After the CRM report, the participating program evaluators received their three assignments. These assignments were as follows:

1. In a small group to complete the "Potential Impact Analysis" Questionnaire. Participants were asked to estimate the amount and kind of impact on a program that they thought would result if the five or so particular Teachers' Union requests they were focusing on were granted.
2. In the same small group to brainstorm on ways A-127 Program Directors and Evaluators could positively influence negotiations, and
3. In the same small group<sup>7</sup> to brainstorm any other "Points to Consider in Preparing for Collective Bargaining."

After the small group "estimating and brainstorming" sessions were over, participants heard a presentation on "Planning to Meet the Requirement of the Employee's Right to Consult with the Board" during which time the tallying for the Potential Impact Analysis was done as well as the construction of the two lists of "brainstormed" ideas. Next, these results were briefly displayed and highlighted for the participants by way of an overhead projector. Finally, the results were typed and mailed to each of the 95 program evaluators who had participated in the Forum.

The results of the Forum activities are shown on the following pages in table form: Table 1--Potential Impact Analysis, Table 2--Possible Ways Program Evaluators Could Impact Negotiations, and Table 3--Points for Consideration in Preparing for Collective Bargaining.

The tables were derived as follows:

Table 1: Potential Impact Analysis

This table contains a tabulation of the total number of forum participants who voted for each of the various response categories as they estimated the impact of the "Postulated Teachers' Union Requests." On item No. 1, for example, no one voted for "No Impact," one voted for "Some Impact," and seventeen voted for "A Lot of Impact." Under the two major column headings, "Is the Request a Negotiable Item?" and "Is the Request a Consultative Item?" the reader will find checks provided by Dr. John Moore. As the Coordinator of Staff Development for the Office of the Los Angeles County Superintendent of Schools, Dr. Moore has been responsible for in-servicing all of this Office's certificated and classified personnel on SB-160. Dr. Moore pointed out that while these checks represent the best, most reasonable estimate of the "answers" for each of the fourteen items, the fact remains that identification of the "answers" will take place at the negotiating table or in the legal arena.

<sup>7</sup>The districts represented in the small groups are shown in Appendix 3

Table 2: Ways Program Evaluators Could Impact Negotiations

This table lists the "ways" that were generated through brainstorming sessions before and during the forum.

Table 3: Points for Consideration in Preparing for Collective Bargaining

This table lists those points that were generated with the hope that they might also prove helpful as we consider what the future may hold for program evaluation and management.

TABLE I

POTENTIAL IMPACT ANALYSIS  
POSSIBLE COLLECTIVE BARGAINING IMPACT ON CATEGORICALLY FUNDED (A127) PROGRAMS

Postulated Teacher's Union Request	Estimated Impact on the Program							Is the Request a Negotiable Item?		Is the Request a Consultative Item?		
	Amount of Impact			Kind of Impact				Yes	No	By Law	Good Practice	No
	No Impact	Some Impact	A lot of Impact	Negative		Positive						
				Very Negative	Slightly Negative	Slightly Positive	Very Positive					
1. "The length of the teacher work day, including preparation time, lunch, relief periods and time required before and after school shall not exceed _____ hours provided, however, that the Board may require building-based teachers to attend one sixty (60) minute faculty meeting every seven weeks, for which such teachers will be compensated at their regular hourly rates of pay." *, p. 19	0	1	17	14	3	0	1	X				X
2. "No teacher shall be required to report for duty more than fifteen (15) minutes before the beginning of the students' regular school day or to remain on duty after the close of the students' school day, except to attend the faculty meetings referred to in paragraph 1 above." *, p. 19	0	0	18	9	9	0	0	X				X
3. "Every teacher shall be paid at one and one-half his regular hourly rate of pay for any hour or fraction of an hour spent on non-teaching duties during the school day." *, p. 21	0	0	18	18	0	0	0	X				X
4. "Extracurricular duties shall be voluntary and paid at the rates specified in Appendix 1." *, p. 21	0	1	8	9	0	0	0	X				X
5. "The Board shall not assign an instructional aide or a volunteer aide to a teacher without such teacher's consent." *, p. 38	0	5	4	5	4	0	0					X
6. "A supervising teacher shall not be required to perform additional assignments when he is supervising an instructional aide or volunteer aide." *, p. 38	0	0	9	8	1	0	0					X

\*CTA-SA (California Teachers Association-Sample Agreement Document) direct quote

TABLE I

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1. "The length of the teacher work day, including preparation time, lunch, relief periods and time required before and after school shall not exceed _____ hours provided, however, that the Board may require building-based teachers to attend one sixty (60) minute faculty meeting every seven weeks, for which such teachers will be compensated at their regular hourly rates of pay." *, p. 19	0	1	17	14	3	0	1	X				X
2. "No teacher shall be required to report for duty more than fifteen (15) minutes before the beginning of the students' regular school day or to remain on duty after the close of the students' school day, except to attend the faculty meetings referred to in paragraph 1 above." *, p. 19	0	0	18	9	9	0	0	X				X
3. "Every teacher shall be paid at one and one-half his regular hourly rate of pay for any hour or fraction of an hour spent on non-teaching duties during the school day." *, p. 21	0	0	18	18	0	0	0	X				X
4. "Extracurricular duties shall be voluntary and paid at the rates specified in Appendix I." *, p. 21	0	1	8	9	0	0	0	X				X
5. "The Board shall not assign an instructional aide or a volunteer aide to a teacher without such teacher's consent." *, p. 38	0	5	4	5	4	0	0					X
6. "A supervising teacher shall not be required to perform additional assignments when he is supervising an instructional aide or volunteer aide." *, p. 38	0	0	9	8	1	0	0					X

\*CTA-SA (California Teachers Association-Sample Agreement Document) direct quote

TABLE I (CONT.)

POTENTIAL IMPACT ANALYSIS  
POSSIBLE COLLECTIVE BARGAINING IMPACT ON CATEGORICALLY FUNDED (A127) PROGRAMS

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	Amount of Impact			Kind of Impact							
	No Impact	Some Impact	A lot of Impact	Negative		Positive		Yes	No	By Law	Good Practice
				Very Negative	Slightly Negative	Slightly Positive	Very Positive				
7. "There shall be created a Teacher Council on Instruction and Curriculum Development (Council)...."											
The purposes and functions of the Council shall be as follows:											
a. To engage in planning the continuous improvement of curriculum and instruction	0	6	11	1	6	4	4		X	*See Note	
(1) To evaluate programs now in operation;	0	4	20	0	0	4	5		X		X
(2) To identify problems relating to curriculum development and instruction;	0	15	0	2	6	12	2		X		X
(3) To stimulate and conduct studies and research;	2	5	5	5	3	2	1		X	X	
(4) To assist in finding consultant help when needed.	1	5	7	3	4	2	1		X		X
b. To serve as a representative group for preliminary screening of projects or proposals of individuals or teacher groups, and to seek general teacher support for accepted proposals or projects.	1	7	8	7	4	2	0		X		X
c. To assist in planning in-service training programs such as workshops, demonstrations, and visitations.	0	10	6	3	3	7	1		X		X

\*NOTE: Although the use of a teacher council could be an operating form for consultative items, it is not recommended as it could open a district up to expansion of consultation items as well as negotiable items with an exclusive representative. Administrators must be aware that consultation is with an exclusive representative (union), not teachers at large or in general. Thus, it is safe to assume that union organizational issues and political pressures will probably be applied through the council rather than curriculum planning concepts. It is because of this that the process for consultation on items under SB-160 should be separated from general planning assistance by teachers. A temporary task force approach would probably be a better form of organization. (Dr. John Moore)

TABLE I (CONT.)

POTENTIAL IMPACT ANALYSIS  
POSSIBLE COLLECTIVE BARGAINING IMPACT ON CATEGORICALLY FUNDED (A127) PROGRAMS

Postulated Teacher's Union Request	Estimated Impact on the Program							Is the Request a Negotiable Item?		Is the Request a Consultative Item?	
	Amount of Impact			Kind of Impact							
	No Impact	Some Impact	A lot of Impact	Negative		Positive		Yes	No	By Law	Good Practice
				Very Negative	Slightly Negative	Slightly Positive	Very Positive				
d. To study and make recommendations on all changes in the curriculum or instruction before such changes are adopted...	0	3	14	3	6	2	1		X	X	
Any teacher selected to participate in the Council shall be afforded sufficient released time from his regular duties to do so."*, pp. 44 and 45	1	2	23	8	8	3	2	X			X
8. "In no event shall class size exceed the following maximums except in traditional large group instruction or experimental classes where the Association has agreed in writing to exceed these maximums.	1	2	12	8	5	3	0	X			
Elementary											
Kindergarten											
First-Second Grade											
Third-Sixth Grade											
Secondary											
English											
Social Studies											
General Education											
Mathematics											

\*CTA-SA (California Teachers Association-Sample Document) direct quote

TABLE I (CONT.)

POTENTIAL IMPACT ANALYSIS  
POSSIBLE COLLECTIVE BARGAINING IMPACT ON CATEGORICALLY FUNDED (A127) PROGRAMS

Postulated Teacher's Union Request	Estimated Impact on the Program							Is the Request a Negotiable Item?		Is the Request a Consultative Item?		
	Amount of Impact			Kind of Impact								
				Negative		Positive						
	No Impact	Some Impact	A lot of Impact	Very Negative	Slightly Negative	Slightly Positive	Very Positive	Yes	No	By Law	Good Practice	No
9. "Junior and senior high school teachers shall have _____ hours or _____ unassigned periods per week set aside exclusively for preparation and planning." *, p. 19	0	2	15	6	6	2	2	X				
10. "Elementary school teachers shall have _____ hours or _____ unassigned periods per week set aside exclusively for preparation and planning." *, p. 19	1	7	9	8	4	3	8	X				
11. "Teachers shall not be required to participate in the evaluation and/or observation of other teachers, nor shall they be required to assess their own classroom performance." *, p. 37	0	5	12	16	0	0	0	X				
12. "No teacher shall be held accountable for any aspect of the educational program over which he has no authority or ability to correct deficiencies." *, p. 37	1	2	14	17	0	0	0					X
13. "The evaluator and the teacher shall agree on the elements upon which the evaluation is to be based. These elements shall be constrained by anomalies such as class size, intellectual abilities of the learners, availability of support personnel, the learning environment provided, and other pertinent factors." *, p. 36	1	8	32	21	21	0	4	X				
14. "...The exclusive representative of certificated personnel has the right to consult on the definition of educational objectives, the determination of the content of courses and curriculum..." (This is a direct quote but it does not come from the CTA-Sample Agreement Document. Can you find from which document this is a direct quote? Hint: try p. 15)	0	11	32	2	6	20	12			X		

\*CTA-SA (California Teachers Association-Sample Document) direct quote

TABLE 2

## POSSIBLE WAYS PROGRAM EVALUATORS COULD IMPACT NEGOTIATIONS

1. They could officially be part of the Board's representation at the negotiating table; i.e., they could officially have a "seat" there.
2. They could run "impact studies" to see what impact on programs might result if certain teacher requests were granted.
3. If actual negotiations are conducted during only 3 or 4 months of the year, there would be a need for the program evaluators to at least have access to those who would be participating in up-coming negotiations. This would be especially true if program evaluators observed detrimental situations during the year that were seen to result from negotiated agreements.
4. They could public opinion poll the parents and other groups in order to gain data that portray the merit and fault of employee union requests as perceived by well-defined groups.
5. Have public information office and/or unfair labor practices office.
6. Look at each item being negotiated in light of involvement with special projects.
7. Have data available for use by management team of impact on A-127 of proposals by the union.
8. Develop informal feedback from teachers and parents in A-127 schools regarding needs for decision-making flexibility in curriculum.
9. Feed ideas to building representatives. Maintain communication with teachers at the grass roots level. Activate public information officer for two-way communication.
10. Keep one or two central office personnel (curriculum, inservice, ...) outside the collective bargaining arena.
11. Program evaluators need data to present to the team.
12. Have an intimate knowledge of A-127-D and all school plans along with good rapport with staff. Interpret school plans for negotiations committee and superintendent.
13. Communicate with principals and other management responsible for implementing project.
14. Have good knowledge of all Federal and State laws.
15. Clear job descriptions are needed for principals and program directors.

TABLE 2 (CONT.)

16. Conflicts are possible between State mandates and negotiated contracts.
17. Build a reasonable time frame (project planning and negotiations conflict in time).
18. Points of view made in curriculum areas may be best for teachers but not necessarily best for children.
19. Develop informal feedback from teachers and parents in A-127 schools regarding needs for decision making flexibility in curriculum.
20. Be able to walk on water!

TABLE 3

Points for Consideration in Preparing for  
Collective Bargaining

Consider items in relation to:

1. State code/law already regulating schools (not SB-160), plus all state and federal regulations and guidelines affecting funded programs.
2. Be sure that you are interpreting (comprehending) the item in the same way as those submitting the item.
3. Effects of each proposal submitted by one employee unit on members of another employee unit if accepted (e.g., classroom teacher vs. aide).

## CONCLUSIONS

In terms of the potential amount of impact, a majority of the small group participants estimated that 17 of the 22 separate "Postulated Teachers' Union Request" items would, if granted, have "a lot of impact" on program management and evaluation.

In terms of the potential kind of impact, a majority of the small group participants estimated that 18 of the 22 separate "Postulated Teachers' Union Request" items would, if granted, have a negative impact ("very negative," or "slightly negative") on program management and evaluation.

Since the forum was held for the expressed purpose of holding an open discussion in which all sides of the question of the relationship between Collective Bargaining and Program Evaluation could be voiced and debated, it seems at first striking that the results of the "Potential Impact Analysis" should be so negative. Perhaps the results, at least in part, reflect the natural human tendency to be cautious in anticipation of something as new and as potentially far reaching as collective bargaining seems now for California educators.

Whether the new collective bargaining process will be a positive or negative variable influencing program evaluation is yet to be determined. At this writing, which is six months after the forum, the law has been fully effective for only four months. In any case, the Forum is now considered a success since it generated some thinking about an important emerging force in California education.

This success rating is evidenced by the fact that forum participants rated the forum helpful as shown by the evaluation results in Table 4 below.<sup>7</sup>

The following directions were part of the request for evaluation data from the participants.

"What are some of the possible future relationships that may exist between A-127 program operation and collective bargaining? This forum was held to provide for some open-ended questioning and discussion on this challenging subject. Your evaluation of the four forum topics would be very helpful.

"Please check the degree to which the topics discussed today were helpful in making you aware of the potential relations noted above."

<sup>7</sup>The Evaluation Sheet for the Forum is shown in Appendix 4

TABLE 4

Tallies of Evaluative Responses From  
Participants at the Forum

Topics Presented at the Forum	Tally of Respondents Answering That the Topics Were Helpful					
	Not Helpful At All		Somewhat Helpful		Was Very Helpful	
	N	%	N	%	N	%
East Whittier City School Teachers and the Criterion-Referenced: A Case Study in the Impact of Teacher Requests and Program Operation	3	8%	21	57%	13	35%
Potential Impact Analysis - Estimating the Impact of Collective Bargaining on Consolidated (A-127) Programs	0	0%	25	61%	16	39%
Listing Ways A-127 Program Directors and Evaluators Could Positively Influence Negotiations	4	10%	22	55%	14	35%
Planning to Meet the Requirement of the Employee's "Right to Consult" with the Board	0	0%	13	32%	27	68%

## SERVICES OFFERED TO SCHOOL DISTRICTS By THE LOS ANGELES COUNTY SCHOOLS OFFICE

If you are interested in any of the services listed, please contact your district administrators. Unless otherwise noted(\*), all services listed are offered free-of-charge to school districts in Los Angeles County by the Office of the Los Angeles County Superintendent of Schools, 9300 E. Imperial Hwy., Downey, Ca 90242.

### ● ADMINISTRATIVE SERVICES — ATTENDANCE AND WELFARE

- Admissions and Placement
- Attendance Accounting Procedures
- Attendance Problems
- Central Juvenile Index
- Child Abuse
- Child Custody Problems
- Compulsory Attendance
- Continuation Education
- Crossing Guards (County)
- Delinquency and Crime
- Drugs and Narcotics Severance Reports
- Expulsion/Interdistrict Attendance Appeals
- Interdistrict Attendance
- Interviewing and Removal from School
- Iri-service Programs
- Juvenile Justice System
- Noncitizen Nonimmigrant and Institutionalized Pupils
- Private Schools
- Public and Private Agency Liaison
- School Meals
- School Records
- School Attendance Review Boards
- Severance of Attendance
- Work Permits/Child Labor Laws

### ● BUSINESS ADVISORY SERVICES

- Annual Financial Statistics
- Areawide Aid
- Assessed Valuations
- Attendance Accounting
- Budget Advisory Services
- Budget Approval
- Budget Increases and Transfers
- Budget Publication
- Budget Revenue Limit
- Building Plans Approval
- Certificated Salary Reports
- Certificated-Classified Employee Ratio Report
- Children's Center Reports
- Children in Institutions Report
- Community College Tuition Claims
- County Counsel Opinion Index
- County School Building Aid Claims
- Development Center Reports
- Driver Training Claims
- Emergency Attendance Adjustments
- Emergency Repair Resolutions
- Enrollment Reports

- Coalition, ESEA Title 1, S.B. 90
- Compensatory Education
- Conflict, Resolution/Intervention
- Consolidated Applications
- Desegregation of Schools
- Disadvantaged, Education of
- Drop-Out Prevention\*
- Employment, Youth
- Equal Opportunity in the Classroom Project\*
- Funding Sources and Project Development
- Head Start/State Preschool\*
- Intergroup Relations
- Mexican American History, Culture, and Current Problems
- Minorities and Science Careers Project
- Neighborhood Youth Corps\*
- Parent Advisory Committees
- Parent Involvement
- Youth Centers

### ● CURRICULUM AND INSTRUCTIONAL SERVICES

- Adult Education
- Art Education
- Bicultural-bilingual Education
- Business Education
- Career Education
- Community College TV Consortium\*
- Community Involvement - Goal Setting
- Computer Assisted Instruction\*
- Consumer Education
- Continuing Education
- Curriculum Development
- Direct Services to Small Districts
- Driver Education
- Drug Abuse Education
- Early Childhood Education
- Educational Planning
- English
- Environmental Education
- Evaluation, Personnel - Stull Act
- Foreign Languages
- Health Education
- Home Economics
- Individualized Instruction\*
- Industrial Arts
- Language Arts
- Management Training
- Marine Science\*
- Mathematics
- Minicourse
- Music
- Needs Assessment

- \_\_\_ Gasoline Contracts
- \_\_\_ Indirect Cost Rates
- \_\_\_ Junior High Tuition Payments
- \_\_\_ Monitoring School District Financial Conditions
- \_\_\_ Non-Citizen Reimbursement Claim
- \_\_\_ Non-Immigrant Reimbursement Claim
- \_\_\_ Public Law 874
- \_\_\_ Pupil-Teacher Ratios
- \_\_\_ Pupil Transportation Contracts
- \_\_\_ Pupil Transportation Reimbursement
- \_\_\_ Racial and Ethnic Survey
- \_\_\_ Redevelopment Agency Increments
- \_\_\_ School District Calendars
- \_\_\_ School District Management Assistance Studies
- \_\_\_ School District Tax Rates
- \_\_\_ Special Education Allowances
- \_\_\_ State Principal Apportionments
- \_\_\_ Teacher Salary Limitations
- \_\_\_ Unemployment Insurance
- \_\_\_ Workmen's Compensation Insurance

#### ● COMPENSATORY & INTERGROUP PROGRAMS

- \_\_\_ Affirmative Action
- \_\_\_ ALL-WIN USA\*
- \_\_\_ Black History, Culture, and Current Problems
- \_\_\_ Calif. Ethnic Heritage Program\*
- \_\_\_ Civil Rights Legislation

#### ● PROGRAM EVALUATION, RESEARCH, & PUPIL SERVICES

- \_\_\_ AFDC (Aid to Families with Dependent Children) Data Compilation\*
- \_\_\_ Analysis of Educational Research & Evaluation
- \_\_\_ Applications of Behavior Modification
- \_\_\_ Child Development Consultation
- \_\_\_ Contingency Management
- \_\_\_ Drug Abuse Consultation
- \_\_\_ Early Childhood Education Consultation
- \_\_\_ Educational and Career Counseling Consultation
- \_\_\_ Educational Measurement and Assessment Consultation
- \_\_\_ Educational Program Audits
- \_\_\_ Educational Program Evaluation
- \_\_\_ Educational Research
- \_\_\_ Elementary and Secondary Counseling Consultation
- \_\_\_ Group Process Training
- \_\_\_ In-service Programs for Pupil Personnel Staffs
- \_\_\_ LANCERS Information Retrieval System Service
- \_\_\_ Leadership Training and Seminars
- \_\_\_ Mental Health Consultation
- \_\_\_ Programs for Gifted Consultation
- \_\_\_ Research and Evaluation Design
- \_\_\_ Research and Pupil Personnel Services NEWSLETTER
- \_\_\_ School Psychological Services Consultation
- \_\_\_ State Mandated Test Program, Information & Consultation
- \_\_\_ Statistical Analysis
- \_\_\_ Test Bank

- \_\_\_ Nutrition Education
- \_\_\_ Outdoor Education\*
- \_\_\_ Physical Education
- \_\_\_ Playground Planning
- \_\_\_ Preschool Education
- \_\_\_ Reading
- \_\_\_ Regional Occupational Programs
- \_\_\_ Safety Education
- \_\_\_ Science
- \_\_\_ Scientific Collection Permits
- \_\_\_ Social Sciences
- \_\_\_ Teaching Strategies
- \_\_\_ Venereal Disease
- \_\_\_ Vital Information for Education and Work (VIEW)
- \_\_\_ Vocational Education, Planning, Area IX
- \_\_\_ Work Experience Education
- \_\_\_ Year Round Schools

#### ● DATA PROCESSING SERVICES

##### Student Record Accounting\*

- \_\_\_ Computer Scheduling
- \_\_\_ Walk-Around Scheduling
- \_\_\_ Attendance Reporting
- \_\_\_ Teacher Class Rosters
- \_\_\_ Grade Reporting
- \_\_\_ Standardized Test Scoring and Reporting

##### Program Budgeting and Accounting\*

- \_\_\_ Daily Financial Transaction Reports
- \_\_\_ Weekly Financial Transaction Reports
- \_\_\_ Monthly Program, Object and Location Reports

##### Warehouse Inventory Control System\*

- \_\_\_ Daily Activity Reports
- \_\_\_ Warehouse Stock Catalog
- \_\_\_ Stock Status Reports
- \_\_\_ Historical Transaction Reports

##### Financial Appropriation Reporting

- \_\_\_ Daily Activity Reports
- \_\_\_ Monthly Object Detail and Appropriation Control
- \_\_\_ Monthly Object Summary
- \_\_\_ Monthly Detail Transaction Reports

##### Classified and Certificated Payroll

- \_\_\_ Employee Status Reports
- \_\_\_ Time Reports
- \_\_\_ Salary Warrants (Regular and Supplemental)
- \_\_\_ Payroll Adjustment Orders
- \_\_\_ PERS and STRS Retirement Reports
- \_\_\_ Labor Distribution
- \_\_\_ Employee Deduction Reports
- \_\_\_ Quarterly OASDI Reports
- \_\_\_ Quarterly Earnings Reports
- \_\_\_ Annual Employee Earnings Statements (W-2)

#### ● EDUCATIONAL MEDIA SERVICES

- \_\_\_ Audio-Visual Workshops
- \_\_\_ Cable Television
- \_\_\_ Closed Circuit Television
- \_\_\_ Consultation
- \_\_\_ Film Evaluation and Selection
- \_\_\_ Film Library\*
- \_\_\_ In-Service
- \_\_\_ Media Centers
- \_\_\_ Radio/Audio\*
- \_\_\_ School Library Media Center Workshop
- \_\_\_ Tape Duplication\*

### ● GOVERNMENTAL RELATIONS

- "Annual Digest of New State Laws Relating to Education"
- Bill Drafting Assistance
- Legislative Digest of State Educational Measures Introduced, Enacted, Vetoed, Killed
- Legislative Liaison Activities Relating to Federal Legislation, Professional Organizations, State Dept. of Ed. and L.A. County Counsel
- Legislative Programming
- Legislative Resource File
- Select Advocate Activities Relating to State and Federal Legislation
- State Bill File

### ● INFORMATION SUPPORT SERVICES

- EDUCATION UPDATE
- Emergency Notification System
- In-Service Training for Organizing & Improving District Level Educational Information Services
- Newsletters, Brochures, Reports
- Potential and Actual Work Stoppages (communications needs of)
- Regional News Conferences
- Salary Proposals, Settlements Countywide
- Salary Package Exchange
- Sample Publications Files
- School Public Relations for District Workshops
- Administrative, Certificated and Classified Staffs

### ● INSTRUCTIONAL TELEVISION

- Advisory Committee (RETAC)\*
- Counseling regarding Community College Television\*
- In-Service\*
- Local Production
- Program Selection and Evaluation
- Reading Development Project

### ● INTERNAL BUSINESS MANAGEMENT

- Purchasing Standard School Supplies and Equipment

### ● PERSONNEL SERVICES

- Employee-Employer Relations
- Personnel Management and Records
- Staff Utilization and Development
- Superintendent Vacancy Recruitment and Screening (Nominal Charge)\*
- Teacher Recruitment and Referral

\*Contract Service

A Public Information Office Publication  
October, 1974

### ● SCHOOL FINANCIAL SERVICES

- Accounting-Controls & Advisory Services
- Annual Reports
- Auditing
- Bonding Requirements
- Budget/Expenditure Control
- Business Records
- Cash Loans to School Districts
- Code Interpretation
- Commercial Claims-Payment
- Contractor-Subcontractor-Claims/Suits
- Contracts-Architectural-Construction
- Credentials-Teacher Permits
- Financial Reporting Systems\*
- Inventory System\*
- Judgments Filed Against Vendors
- Land Purchases-Condemnation Proceedings
- Legal Aspects of Withhold Notices
- Legal Briefs-Contract Status-Court Cases
- Liens-Levies
- Payroll System
- Program Budgeting and Accounting System\*
- Retirement Systems/Reporting
- Social Security Coverage
- Tuition Payments
- Wage Garnishments
- Warrant Issuance

### ● SPECIAL EDUCATION SERVICES

- Classes to serve children and youth in the areas of physically handicapped, mentally retarded, educationally handicapped, and developmental centers, as authorized by the Education Code.
- Consultant and advisory services to districts operating programs for the physically handicapped, mentally retarded, educationally handicapped, and developmental centers.
- Review and processing application for private school funding for the education of handicapped children and youth.

### ● SPECIAL SCHOOLS

- Conducts institutional school programs for delinquent, neglected, and dependent wards of the court
- Conducts community based school programs for non-detained probationary juveniles.

### ● SPECIAL SERVICES

- Boundary Changes Between School Districts
- Civil Defense Plans
- County Committee on School District Organization
- Governing Boards
- School District Elections
- School District Organization

OFFICE OF THE LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS  
Division of Program Evaluation, Research, and Pupil Services

FORUM ON THE RELATIONSHIP BETWEEN A-127  
PROGRAMS AND COLLECTIVE BARGAINING

"Organizing for Positive Impact on Collective Bargaining Negotiations"

April 6, 1976

1:00 p.m. - 3:30 p.m.

Board Room

Los Angeles County Education Center

AGENDA

<u>Time</u>	<u>Topic</u>	<u>Presenter</u>
1:00 p.m. - 1:15 p.m.	Opening Remarks	Dr. Warren Newman
1:15 p.m. - 1:30 p.m.	East Whittier City School Teachers and the Criterion Referenced Program: A Case Study in the Impact of Teacher Requests and Program Operation	Mr. Ron Salo
1:30 p.m. - 1:35 p.m.	Charge: The How and Why of Using the Potential Impact Analysis Form	Mr. Matt Matthews
1:35 p.m. - 1:40 p.m.	Charge: The How and Why of Listing the Ways A-127 Program Directors and Evaluators Could Positively Influence Negotiations	Mrs. Ida de Laveaux
1:40 p.m. - 1:45 p.m.	Passing Period: Participants Follow Leaders into Small Group Session Meetings	Dr. Warren Newman
1:45 p.m. - 2:30 p.m.	Small Groups Consider: Potential Impact Analysis-- Estimating the Impact of Collective Bargaining on Consolidated (A-127) Programs	

Forum on the Relationship Between A-127  
Programs and Collective Bargaining--Agenda  
Page 2  
April 6, 1976

<u>Time</u>	<u>Topic</u>	<u>Presenter</u>
2:30 p.m. - 2:45 p.m.	Small Groups Consider: Ways A-127 Program Directors and Evaluators Could Positively Influence Negotiations	
2:45 p.m. - 2:50 p.m.	Passing Period: Participants Reconvene as a Large Group in the Board Room	
2:50 p.m. - 3:15 p.m.	Planning to Meet the Require- ment of the Employee's "Right to Consult" with the Board	Dr. Robert Babcock
3:15 p.m. - 3:20 p.m.	Overview: How Participants Estimated the Impact of Collective Bargaining on A-127 Programs (Potential Impact Analysis)	Mr. Matt Matthews
3:20 p.m. - 3:25 p.m.	Overview: Ways Participants Felt Program Directors and Evaluators Could Positively Influence Negotiations	Mrs. Ida de Laveaux
3:25 p.m. - 3:30 p.m.	Closing Remarks	Dr. Gordon Footman

DLK:ms

APPENDIX 3

OFFICE OF THE LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS  
Division of Program Evaluation, Research, and Pupil Services

April 6, 1976

FORUM ON THE RELATIONSHIP BETWEEN A-127  
PROGRAMS AND COLLECTIVE BARGAINING

SMALL GROUP ASSIGNMENTS

Group #1

Leaders: Mrs. Barbara Marino  
Dr. John Moore

Castaic Union S.D.  
Duarte U.S.D.  
Garvey S.D.

Keppel Union S.D.  
Los Nietos S.D.  
Newhall S.D.

Rosemead S.D.  
South Whittier S.D.  
Valle Lindo S.D.  
El Segundo U.S.D.

Group #2

Leaders: Mrs. Ida de Laveaux  
Mrs. Margaret Kennedy

Lawndale S.D.  
Lennox S.D.  
Lowell Joint S.D.

Manhattan Beach City S.D.  
Monrovia U.S.D.  
Mountain View S.D.

San Gabriel S.D.  
Walnut Valley U.S.D.  
Whittier City S.D.

Group #3

Leaders: Dr. Gordon Footman  
Mr. Chuck Acosta

Torrance U.S.D.  
Rowland U.S.D.  
Pasadena U.S.D.

Los Angeles U.S.D.  
Long Beach U.S.D.  
Glendale U.S.D.

Azusa U.S.D.  
El Rancho U.S.D.

APPENDIX 3 (Cont.)

Forum on the Relationship Between A-127  
Programs and Collective Bargaining  
Small Group Assignments  
Page 2  
April 6, 1976

Group #4

Leaders: Dr. Warren Newman  
Dr. Robert Soltys

Downey U.S.D.  
Compton U.S.D.  
Burbank U.S.D.  
Bellflower U.S.D.

Palos Verdes Peninsula U.S.D.  
Inglewood U.S.D.  
Hacienda-La Puente U.S.D.  
Redondo Beach City S.D.

So. Bay U.H.S.D.  
Lynwood U.S.D.  
Glendora U.S.D.

Group #5

Leaders: Dr. Don Kester  
Mrs. June von Moltke

El Monte Union H.S.D.  
El Monte S.D.  
Claremont U.S.D.  
Culver City U.S.D.

Centinela Valley Union H.S.D.  
Bonita U.S.D.  
Bassett U.S.D.  
Baldwin Park U.S.D.

Arcadia U.S.D.  
Alhambra City U.S.D.  
Whittier Union H.S.D.  
ABC U.S.D.

DLK:ms

OFFICE OF THE LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS  
Division of Program Evaluation, Research, and Pupil Services

April 6, 1976

FORUM ON THE RELATIONSHIP BETWEEN A-127  
PROGRAMS AND COLLECTIVE BARGAINING

EVALUATION SHEET

What are some of the possible future relationships that may exist between A-127 program operation and collective bargaining? This forum was held to provide for some open-ended questioning and discussion on this challenging subject. Your evaluation of the four forum topics would be very helpful.

Directions: Please check the degree to which the topics discussed today were helpful in making you aware of the potential relations noted above.

Topics Presented at the Forum	Degree to Which The Topics Were Helpful		
	Not Helpful At All	Somewhat Helpful	Very Helpful
East Whittier City School Teachers and the Criterion Referenced Program: A Case Study in the Impact of Teacher Requests and Program Operation			
Potential Impact Analysis - Estimating the Impact of Collective Bargaining on Consolidated (A-127) Programs			
Listing Ways A-127 Program Directors and Evaluators Could Positively Influence Negotiations			
Planning to Meet the Requirement of the Employee's "Right to Consult" with the Board			

Please Note:

The Los Angeles County A-127 Task Force has no plans to pursue the topics discussed today other than to provide the participants with a written summary of the discussions and recommendations. If you believe today's program or some modification of it should be held in the future for certain central office personnel, site personnel, or others please specify.

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Kennedy, Arlen Collect Data. Rotzel, Alice Analyze Data.  
Babcock, Robert Reporting Results. Price, Nelson Apply Evaluation  
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